YOUNGSTOWN STATE UNIVERSITY

BOARD OF TRUSTEES
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE
Molly S. Seals, Chair
Joseph J. Kerola, Vice Chair
All Trustees are Members

Wednesday, March 1, 2023   Board Room
1:45 p.m. or immediately following   Tod Hall
previous meeting

AGENDA

A. Disposition of Minutes for Meeting Held December 9, 2022

B. Old Business

C. Committee Items

    1. Academic Excellence and Student Success Action Item

C.1.a. = Tab 1   **a. Resolution to Approve Religious Accommodations of Students Policy, 3356-8-09**
This will assure YSU complies with O.R.C. 3345.024 related to House Bill 353 "Testing Your Faith Act" that becomes law April 3, 2023.
Brien N. Smith, Provost and Vice President for Academic Affairs, will report.

    2. Academic Excellence and Student Success Discussion Items

C.2.a. = Tab 2   **a. Academic Program Enhancement and Effectiveness Including College-level KPIs Linked to College-level Plans for Strategic Actions**
Brien N. Smith, Provost and Vice President for Academic Affairs, Kevin Ball, Associate Provost for Academic Programs and Planning, and Sal Sanders, Dean and Assistant Provost for Graduate Studies, will report.

C.2.b. = Tab 3   **b. General Education Transformation**
Brien N. Smith, Provost and Vice President for Academic Affairs, and Jennifer Pintar, Vice Provost for Academic Administration and Student Outreach Support, will report.

    c. Academic Senate Update
A verbal report of the Academic Senate will be presented.
Martha Pallante, Chairperson, Academic Senate, will report.

D. New Business

E. Adjourment

RESOLUTION TO APPROVE
RELIGIOUS ACCOMMODATIONS OF STUDENTS POLICY, 3356-8-09

WHEREAS, University Policies are being reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the creation of the University Policy stated above and attached hereto.

Board of Trustees Meeting
March 2, 2023
YR 2023-

3356-8-09   Religious accommodations of students.

Responsible Division/Office:	Academic Affairs
Responsible Officer:	Vice Provost for Academic Administration and Student Outreach Support
Revision History:	**New**
Board Committee:	Academic Excellence and Student Success
Effective Date:	**March 2, 2023**
Next Review:	2028

(A)   Policy statement. It is the policy of Youngstown state university (university) to recognize that diversity comes in many forms including religious diversity. In order to support our students and their diverse beliefs, the university adopts a policy consistent with Ohio Revised Code 3345.024, "The Testing Your Faith Act."

(B)   Purpose. The purpose of this policy is to establish procedures to reasonably accommodate the sincerely held beliefs and practices of individual students with regard to all examinations or other academic requirements and absences for reasons of faith or religious or spiritual belief system.

(C)   Parameters. Students may be absent for up to three days each academic semester to take holidays for reasons of faith or religious or spiritual belief system or participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization. The university shall not impose an academic penalty as a result of a student being absent as permitted under this policy.

   (1)   The university will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements missed due to an absence described in this policy if both of the following apply:

      (a)   The student's sincerely held religious belief or practice severely affects the student's ability to take an examination or meet an academic requirement; and

(b)   Not later than fourteen days after the first day of instruction in a particular course, the student is required to provide the instructor with written notice of the specific dates for which the student requests alternative accommodations.

(D)   Procedures.

    (1)   Instructors' responsibilities.

        (a)   Instructors will accept without question the sincerity of a student's religious or spiritual belief system

        (b)   Instructors shall keep requests for alternative accommodations confidential.

        (c)   Instructors shall schedule a time and date for an alternative examination, which may be before or after the time and date the examination or other academic requirement was originally scheduled, but shall do so without prejudicial effect.

        (d)   All instructors must include in each course syllabus a statement referencing this policy that shall include:

            (i)   A description of the general procedure for requesting accommodations from the course instructor;

            (ii)   Contact information for an individual whom students may contact for more information about this policy; and

            (iii)   The procedure under which a student may notify the university with any complaint with regard to the implementation of this policy.

    (2)   This policy shall be posted in a prominent location on the university web site. The posting shall include the contact information of an individual who can provide further information about this policy.

(3)   A non-exhaustive list of major religious holidays or festivals for the next two academic years shall be posted in a prominent location on the university web site. The list shall explicitly state that it is non-exhaustive and shall not be used to deny reasonable accommodation to a student for a holiday or festival of the student's faith or religious or spiritual belief system that does not appear on the list.

(4)   Students may notify the university of any complaint under this policy by contacting the office of equal opportunity, policy development & title IX.

Deans Strategies/Tactics
30 University Performance Metrics

1. 4 and 6 year graduation Rates
2. Annual persistence rates (all students by cohort, etc.)
3. Annual persistence rates (all students by cohort, etc.)
4. Career Placement Rate
5. Classroom utilization rates
6. Cohort Persistence Rates (term to term retention)
7. Cohort Progress Rates (credits earned, GPA, major)
8. Diversity (% minority students & % minority faculty)
9. Experiential learning (internships/co-ops/clinicals FTE by Colleges
10. First year enrollment
11. First-year retention rate
12. Four- and six-year graduation rate
13. Freshman class-size
14. Honors Student Headcount
15. Honors Students Graduates
16. International enrollment
17. NSSE Quality of the Educational Experience
18. NSSE Seniors rate your entire educational experience
19. NSSE Would you go to the same institution
20. Number of international students
21. On-Line Enrollment
22. Perceived value of the educational experience
23. Persistence rate for diverse students
24. Persistence rates of international students
25. Placement rate 6-months post-graduation
26. Reduce Achievement Gap
27. Student credit hours % taught by full-time faculty
28. Sustainability of the Education Training Center
29. Total enrollment (14-d) head-count and full-time equivalent
30. Yield of Admitted Students

Deans Strategies/Tactics
Represent All Goals Identified by the
Plan for Strategic Actions to Take Charge of Our Future

Implement Best Practices That Address Student Needs Throughout the Student Life Cycle to Increase Persistence, Completion and Postgraduate Success

YSU Will Be Recognized As a Community-Engaged Campus By The Carnegie Foundation In Education; Health; Prosperity And Equity; And Arts And Culture.

Establish Universal Learning Outcomes to Enhance the Value of a YSU Degree

Develop a Culture of Assessment That Ensures the Quality of Academic Program Majors, Minors, and Other Credentials

Develop a Recruitment and Enrollment Strategy That Aligns With a Completion Strategy

Create Frameworks to Optimize Student and Postgraduate Success

Conduct and Support Research That Provides Relevant and Meaningful Educational Experiences for Students and Faculty That Adds Value to Area Citizens and Regional Partners.

Establish Universal Learning Outcomes to Enhance the Value of a YSU Degree

Example Strategies Tied to Specific Performance Metrics

Performance Metric	Tactic/Strategy	Measure
• First-year retention rate • Cohort Progress Rates (credits earned, GPA, major) • Reduce Achievement Gap • Four- and six-year graduation rate	Require all students with fewer than 60 earned credits to see an advisor to register	Sophomore persistence
• First-year retention rate • Cohort Progress Rates (credits earned, GPA, major) • Reduce Achievement Gap • Four- and six-year graduation rate	Increase faculty adoption of CRM Advise	• Number of faculty raising alerts • number of alerts raised • number of students who receive an alert • Decrease D, F, W grades
• First-year retention rate • Cohort Progress Rates (credits earned, GPA, major)	Increase the number of faculty who are raising alerts early and frequently enough to ensure most timely intervention	• Dates of alerts • Decrease in D, F, W grades
• First-year retention rate • Cohort Progress Rates (credits earned, GPA, major) • Reduce Achievement Gap • Four- and six-year graduation rate	Faculty give early and frequent assignments to better assess course-level progress	• Review of syllabi shows frequency of assignments • Increase in student satisfaction on the Noel Levitz item: "Faculty provide timely feedback about my academic progress."
• First-year retention rate • Cohort Progress Rates (credits earned, GPA, major) • Reduce Achievement Gap • Four- and six-year graduation rate	Offer math placement prep coaching to YSU bound graduating HS seniors to increase the number of students who are eligible to start their math pathway in their first semester	Increase the number of students with at least a level 20 math placement
• First-year retention rate • Cohort Progress Rates (credits earned, GPA, major) • Reduce Achievement Gap • Four- and six-year graduation rate	Provide academic advising to students in conjunction with math prep coaching to guide students' choice of major	Decrease the number of students not progressing in majors that require students to complete Pre-Calculus or Calculus

Example Strategies Tied to Specific Performance Metrics (Continued)

Performance Metric	Tactic/Strategy	Measure
• First-year retention rate • Cohort Progress Rates (credits earned, GPA, major) • Reduce Achievement Gap • Four- and six-year graduation rate	Continue required academic coaching for students on financial aid appeal until CUM GPA reaches 2.0	Number of students who recover academically
• First-year retention rate • Cohort Progress Rates (credits earned, GPA, major) • Reduce Achievement Gap • Four- and six-year graduation rate	Create an GPA recalculation opportunity for students who change majors	Retention rate of students who petition for academic reassessment
• First-year retention rate • Cohort Progress Rates (credits earned, GPA, major) • Reduce Achievement Gap • Four- and six-year graduation rate	Implement automatic GPA recalculation when a student repeats a course	
• Persistence rates • Four- and six-year graduation rate • Reduce Achievement Gap	Analyze term to term persistence for second year students to identify attrition patterns and develop strategies accordingly	Actionable insights gained from data analysis
• First-year retention rate • Cohort Persistence Rates (term to term retention)	Increase our "knowledge rate" of career placement by developing a University-wide strategy to capture job placement information at key intervals: at graduation, 3 months, 6 months, 1 year.	
• First-year retention rate • Cohort Persistence Rates (term to term retention) • Four- and six-year graduation rate	Communicate job placement rates and career development opportunities to continuing students	Increase percent of students who return term to term

• Career Placement Rate • First-year retention rate • Cohort Persistence Rates (term to term retention) • Four- and six-year graduation rate	Integrate career development sequence into Success Seminars	• Number of students with a Handshake Account • Number of students who complete career-related assessments
• Career Placement Rate • First-year retention rate • Cohort Persistence Rates (term to term retention) • Four- and six-year graduation rate	Integrate career development into academic advising	• Number of students who enroll in career-development courses • Job placement rates • Increase in student satisfaction on the following Noel Levitz item: "My academic advisor helps me identify career development steps."
• Career Placement Rate • First-year retention rate • Cohort Persistence Rates (term to term retention) • Four- and six-year graduation rate	Offer career development courses to guide students at different stages of career development, either as general electives or as required courses in majors or meta majors	Job placement rate of students who enroll
• Career Placement Rate • First-year retention rate • Cohort Persistence Rates (term to term retention) • Four- and six-year graduation rate	Increase internships and other career-related experiential learning opportunities, especially for LASS and CCCA majors	Job placement rate for students who complete at least one internship

YSU General Education Transformation

- Proposal went to Academic Senate
- Feedback heard at two Town Hall meetings
- Discussions are continuing regarding modifications
- Overall agreement on:
  - The model containing certificates
    - Over 30 certificate ideas already submitted
  - The need to overhaul the courses
    - More relevant
    - Cross-disciplinary
  - The need to tie in the UWLO to courses and/or certificates

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